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ABSTRACT

Six high school student teachers were video-taped during the first, seventh and fourteenth weeks of their teaching semester. Pupils in these classes evaluated the personal characteristics and instructional behaviors of their student teachers. The Classroom Teacher Inventory was used to solicit pupil ratings of 15 teacher presage characteristics and 9 instructional behaviors. While all were considered friendly and competent in their subject matter, differences were observed. Of the six teachers, two were considered most effective and two the least. Data analysis focused on similarities and differences between these two groups. Effective student teachers were perceived as nonpunitive, consistent, predictable, enthusiastic, and clear in their teaching. These student teachers accomplished goals and asked interesting questions. Stimulated recall analysis of the video tapes suggested differences in the management of transitions between lesson segments. The effective student teachers averaged fewer transitions per lesson, used less time, and experienced fewer behavioral problems during transitions. They also used a much smaller proportion of the total lesson time for transitions than did the least effective teachers. (Author/JD)

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EFFECTIVE VS. LESS EFFECTIVE STUDENT TEACHERS:

HOW PUPILS RATE THEIR STUDENT TEACHERS

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EFFECTIVE VS. LESS EFFECTIVE STUDENT TEACHEPS: HOW PUPILS RATE THEIR STUDENT TEACHERS

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ABSTRACT

Six high school student teachers were video-taped during the first, seventh and fourteenth weeks of their sixteen-week teaching semester. Pupils in these classes evaluated the personal characteristics and instructional behaviors of their student teachers using the Classroom Teacher Inventory (C.T.I.) (Brooks, 1977). The C.T.I. was designed to solicit pupil ratings of fifteen teacher presage characteristics and nine instructional behaviors. Results suggested that all student teachers were considered friendly and competent in their subject matter, but differences were observed among student teachers in other areas. Data suggested that the original sample of six student teachers included two student teachers who were perceived by pupils as most effective and two student teachers who were perceived by pupils as least effective. The remaining data analysis focused on similarities and differences between the most effective and the least effective student teachers.

Student teachers labeled as most effective were perceived by their pupils as being nonpunitive, consistent and predictable. Instructionally, the most effective student teachers were perceived by their pupils as showing enthusiasm, asking interesting questions, accomplishing goals, and being very clear in their teaching.

Stimulated recall analysis of the video tapes suggested differences in the management of transitions between lesson segments. The most effective student teachers averaged fewer transitions per lesson, used less time for transitions, and experienced fewer behavioral problems during transitions. Also, the most effective student teachers used a much smaller proportion of the total lesson time for transitions than did the least effective student teachers.

PROBLEM

Most of the research into the characteristics and teaching behaviors of the effective teacher have concentrated on teachers-in-service (Brooks, 1980; Emmer, 1981; Shavelson, 1981). And yet it may be that there are certain requisite characteristics and behaviors that are particularly relevant to the student teaching experience.

For example, this investigator has observed the management of transitions to be a particular problem for many student teachers. A typical class period consists of a number of instructional units, or segments, which are linked together by brief transitory phases called transitions (Arlin, 1979). Where teacher behaviors are concerned, several investigators have suggested that transitions are especially worthy of study. They all support the idea that the teacher's managerial competence would be seriously tested during transitions (Gump, 1967; Kounin, 1970; Arlin, 1979).

The use of stimulated recall to analyze video-taped teaching behavior has mainly been applied to teachers-in-service (Conners, 1978; Tuckwell,

1980; Shavelson, 1981). However, this technique seems appropriate to use with student teachers for the purpose of feedback on teaching effectiveness.

It is hoped that results obtained from the present study will contribute to the limited data base on student teacher effectiveness.

PURPOSE

The first purpose of this study was to use pupil perceptions of their student teachers to identify the most effective and the least effective student teachers and to determine differences in personal characteristics and instructional behaviors between the most and least effective student teachers.

The second purpose was to determine differences in the management of transitions between the most effective and least effective student teachers by analyzing video tapes of the student teachers.

Three hypotheses were examined: (1) student teachers rated as most effective and least effective will differ significantly on pupil perceptions of teacher characteristics; (2) student teachers rated as most effective and least effective will differ significantly on pupil perceptions of teacher behaviors; (3) student teachers rated as most effective and least effective will differ in their management of transitions.

PROCEDURE

Six high school student teachers were video-taped during the first, seventh and fourteenth weeks of the 1986 winter semester. Pupils in these video-taped classes were asked to rate their student teachers' characteristics and teaching behaviors using the Classroom Teacher Inventory

(C.T.I.) (Brooks, 1977). This evaluation occurred at the conclusion of the fourteenth week. Chi Square and Analysis of Variance tests and a Scheffe Procedure were conducted to analyze differences between the two most effective student teachers and the two least effective student teachers in the areas measured by the C.T.I.

During the fifteenth week student teachers reviewed their tapes with the investigator. Using the process of stimulated recall (Tuckwell, 1980), the student teachers and the investigator focused on the student teachers' use of transitions between lesson segments. Once agreement was established on the occurrence and logistics of the transitions, the next step was to tabulate, with the student teachers, the frequency of transitions, time spent in transitions, proportion of total class time in transition, and frequency of "desists" at transitions.

Finally, the data on transitions was analyzed to determine differences in the management of transitions between the most effective and the least effective student teachers.

RESULTS

Analysis of the C.T.I. pupil ratings of their student teachers suggested that two teachers, Teacher 11 and Teacher 13, were perceived as most effective, while two teachers, Teacher 9 and Teacher 14, were perceived as least effective. Chi Square analysis of pupil ratings of fifteen teacher characteristics suggested nonsignificance only once for most effective Teacher 13 and only twice for most effective Teacher 11. Nonsignificance was suggested eight times for the least effective Teacher 9 and seven times for least effective Teacher 14.

While this study focused on differences, it is worthy to note all student teachers, including the least effective, were perceived by pupils to be prepared in subject matter, to be friendly, and to enjoy teaching.

Findings related to the hypotheses were as follows:

(1) The most effective student teachers were found to be significantly different from the least effective student teachers in (a) having wide interest patterns ($P<.01$); (b) being nonpunitive, consistent and predictable ($P<.01$); and (c) being the type of teacher pupils hope to have again ($P<.01$). (Table 3)

(2) The most effective student teachers were found to be significantly different from the least effective student teachers in these teaching behaviors (Scheffe Procedure): (a) clarity of instruction ($P<.05$); (b) displaying enthusiasm ($P<.05$); (c) accomplishing goals ($P<.05$); and (d) asking interesting questions ($P<.05$). (Table 4)

(3) The most effective student teachers were found to be different from the least effective student teachers in the management of transitions in the following ways: (a) a lower average number of transitions per lesson; (b) a lower average time during transitions; (c) a lower proportion of total class time spent on transitions; and (d) a lower incidence of pupil behavior problems requiring desists. (Tables 7 and 8)

TABLE 4

SUMMARY OF MEAN SCORES, F VALUES, AND SIGNIFICANCE LEVELS

Behavior Measured	Teacher 9	10	11	12	13	14	F Values	Significance Level
1. Clarity in Instruction	2.73*	2.87*	1.90	2.08	1.50	2.54*	8.67	P < .001
2. Provides Opportunities for Learning	2.80**	2.42	1.53	2.12	1.52	2.04	6.21	P < .001
3. Shows Enthusiasm	3.10**	2.76*	2.20	2.00	1.27	2.57*	7.75	P < .001
4. Accomplishes Goals	2.76**	2.56*	1.55	1.95	1.44	2.36*	8.01	P < .001
5. Provides Variety of Learning Opportunities	2.50	2.77	1.54	2.46	1.82	2.81*	4.12	P < .001
6. Explains Until Understanding is Achieved	2.75***	2.17	1.21	1.50	1.31	2.04	7.81	P < .001
7. Uses Student Ideas	2.75	2.50	2.72	2.50	2.06	3.18*	2.79	P < .021
8. Is Supportive and Noncritical	2.33	2.31	1.45	2.57**	1.41	1.91	5.09	P < .001
9. Asks Interesting Questions	2.90*	3.00*	2.08	2.13	1.57	3.54***	10.87	P < .001

* Denotes significantly different at less than .05 level from best score (lowest mean)

** Denotes significantly different at less than .05 level from second best score (second lowest mean)

___ Denotes best score (lowest mean)

SIGNIFICANCE

Data analysis of this study has suggested that pupil ratings of their student teachers can provide useful information to identify characteristics and teaching behaviors of student teachers perceived to be most effective and least effective. This information should be valuable to institutions training teachers and should help student teachers understand how they are perceived by their pupils.

The use of stimulated recall in reviewing video tapes of student teachers can provide meaningful feedback to student teachers on their actual performance, can provide university supervisors a technique for assisting student teacher growth, and can provide a means for accumulating valuable video tapes to be used in the preservice training of future teachers.

Focusing on simple, research-based procedures such as the effective management of transitions can assist teacher educators in presenting practical, easily understood steps for analyzing the teaching process.

With all the national attention given to the problem of subject matter preparation of teachers it is especially significant that this study found that even the least effective teachers were rated prepared in subject matter. This suggests a need to be institution-specific, rather than generic, in criticizing teacher training.

Another investigator (Brooks, 1980) using the Classroom Teacher Inventory with science students found that there was no significant difference between effective and ineffective science teachers in the area of subject matter preparation. Some of his other results also support the present study. For example, he, too, found significance in the

characteristic of consistency and predictability and in the teaching behaviors of clarity and enthusiasm. Where there is discrepancy between his study and the present study, this could be attributable to the fact that he used teachers-in-service rather than student teachers.

With regard to student teachers' management of transitions, the results of this study are generally supported by a major researcher in this area (Arlin, 1979). He found that effective teachers used fewer transitions and required less time for transitions than did effective student teachers.

Teacher 9, a "least effective teacher," in viewing her tapes concluded "I can tell some of them don't like me, and it bothers me ... I'm easy to get off track when they ask me questions ... I'm not sure I want to teach."

Teacher 13, the "most effective teacher," in viewing her tapes said "I can tell they like me ... I look like I belong up there!"

Perhaps an area for further study would involve the student teacher's self-concept. Lack of confidence was especially noticeable in the least effective during transitions.

Finally, this study has implications for Miami University and other teacher training institutions which do a good job in subject matter preparation but might find some of the data valuable in improving teacher training.

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